Grade 1
ELA

Item Specifications

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 1 English Language Arts

Reading		1.R.1.A.a
1 **A** **MLS** **a**	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: predicting what will happen next using prior knowledge	

Expectation Unwrapped	DOK Ceiling
The student will develop and demonstrate reading skills in response to reading text and read-alouds by using prior knowledge based on personal experience. The student will develop and demonstrate reading skills in response to reading text and read-alouds by using prior knowledge to predict what will happen next.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with all subject areas	

Grade 1 English Language Arts

Reading	1.R.1.A.b

1 **A** **MLS** **b**	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: asking and responding to relevant questions

Expectation Unwrapped	
The student will develop and demonstrate reading skills in response to reading text and read-alouds by asking relevant (text-dependent) questions. The student will develop and demonstrate reading skills in response to reading text and read-alouds by responding to relevant (text-dependent) questions.	**DOK Ceiling** 2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with all subject areas	

Grade 1 English Language Arts

Reading	1.R.1.A.c

1 A MLS c	Develop and apply skills to the reading process. **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: seeking clarification and locating facts and details about stories and other texts

Expectation Unwrapped	**DOK Ceiling** 2
The student will develop and demonstrate reading skills in response to reading text and read-alouds by supporting their thinking with textual evidence when reading or listening to informational and literary texts.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries Cross-curricular ties with all subject areas Textual evidence: e.g., facts and details	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.A.d

1 A MLS d	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: retelling main ideas in sequence including key details

Expectation Unwrapped	**DOK Ceiling** 2
The student will develop and demonstrate reading skills in response to reading text and read-alouds by retelling the key details in sequential order. The student will develop and demonstrate reading skills in response to reading text and read-alouds by retelling main ideas in sequential order.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries Cross-curricular ties with all subject areas Can be up to two grade levels above for read-alouds	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.A.e

1 A MLS e	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: recognizing beginning, middle, and end

Expectation Unwrapped The student will develop and demonstrate reading skills in response to reading text and read-alouds by recognizing the beginning, middle, and/or end of a text after listening to a read-aloud. The student will develop and demonstrate reading skills in response to reading text and read-alouds by recognizing the beginning, middle, and/or end of a text after reading a text.	**DOK Ceiling** 2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction
Content Limits/Assessment Boundaries Cross-curricular ties with all subject areas Text can be fiction or nonfiction but if nonfiction, it should have a narrative structure.	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.A.f

1 A MLS f	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: monitoring comprehension and making corrections and adjustments when that understanding breaks down

Expectation Unwrapped	**DOK Ceiling** 3
The student will develop and demonstrate reading skills in response to reading text and read-alouds by monitoring comprehension by using background knowledge, generating questions, and rereading a part aloud. The student will develop and demonstrate reading skills in response to reading text and read-alouds by making corrections and adjustments when understanding breaks down by using background knowledge, generating questions, and rereading a part aloud.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries Assessed at the district level Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.B.a
1 **B** **MLS** **a**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: using common affixes to figure out the meaning of a word	

Expectation Unwrapped	DOK Ceiling
The student will develop an understanding of vocabulary by using common affixes to figure out the meaning of a word in text.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Affixes (prefixes/suffixes) are determined by individual districts.	

Grade 1 English Language Arts

Reading	1.R.1.B.b
1 **B** **MLS** **b**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: identifying common root words and their inflectional endings	

Expectation Unwrapped	DOK Ceiling
The student will develop an understanding of vocabulary by identifying common root words and their inflectional endings in text.	1

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Root words are determined by individual districts. Inflectional ending: a letter or group of letters added to the end of a word to change its meaning (e.g., *-s, -ed, -ing*)	

Grade 1 English Language Arts

Reading	1.R.1.B.c
1 **B** **MLS** **c**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: identifying words that name actions and words that name persons, places, or things	

Expectation Unwrapped	DOK Ceiling
The student will develop an understanding of vocabulary by identifying words that name actions (verbs) and words that name persons, places, or things (nouns) in text.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.B.d
1 **B** **MLS** **d**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: recognizing that compound words are made up of shorter words	

Expectation Unwrapped	
The student will, using text, develop an understanding of vocabulary by recognizing that compound words are made up of two shorter words.	**DOK Ceiling** 1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.B.e

1 **B** **MLS** **e**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: determining what words mean from how they are used in context of a sentence either heard or read

Expectation Unwrapped	DOK Ceiling
The student will develop an understanding of vocabulary by determining what unknown words mean using context clues in text that is read independently or text from read-alouds.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with all subject areas	

Grade 1 English Language Arts

Reading		1.R.1.B.f
1 **B** **MLS** **f**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: sorting words into conceptual categories	

Expectation Unwrapped	**DOK Ceiling** 2
The student will develop an understanding of vocabulary by sorting words into categories based on topic or idea using text.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.B.g
1 **B** **MLS** **g**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: distinguishing shades of meaning among verbs and adjectives	

Expectation Unwrapped	
The student will develop an understanding of vocabulary by distinguishing shades of meaning among verbs and adjectives in text.	**DOK Ceiling** 2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	
Students must have prior knowledge of verbs, as taught in kindergarten. Students will be introduced to adjectives. Shades of meaning: e.g., *jog*, *run*, *sprint*; *mad*, *angry*, *furious*	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.1.B.h

1 B MLS h	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: locating words in a dictionary

Expectation Unwrapped	DOK Ceiling
The student will develop an understanding of vocabulary in text by locating words in a dictionary.	1

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems

Grade 1 English Language Arts

Reading	1.R.1.B.i
1 **B** **MLS** **i**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: using words and phrases acquired through conversations, reading and being read to, and responding to texts

Expectation Unwrapped	DOK Ceiling
The student will develop an understanding of vocabulary by using grade-level-appropriate vocabulary learned through independent reading or read-alouds, to respond to and converse appropriately.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with all subject areas	

Grade 1 English Language Arts

Reading		1.R.1.C.a
1 **C** **MLS** **a**	**Develop and apply skills to the reading process.** **Making Connections** Determine the connection between: text to text (text ideas, including similarities and differences in fiction and nonfiction)	

Expectation Unwrapped	DOK Ceiling
The student will determine the connection when comparing and/or contrasting two texts or text types.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with all subject areas Includes fiction to fiction; nonfiction to nonfiction; fiction to nonfiction texts	

Grade 1 English Language Arts

Reading		1.R.1.D.a
1 **D** **MLS** **a**	**Develop and apply skills to the reading process.** **Independent Text** Read independently for multiple purposes over sustained periods of time by: engaging with and reading text that is developmentally appropriate	

Expectation Unwrapped	DOK Ceiling
The student will read independently for multiple purposes over sustained periods of time by engaging with and reading text that is developmentally appropriate.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Assessed at district level Cross-curricular ties with all subject areas	

Grade 1 English Language Arts

Reading	1.R.1.D.b

1 D MLS b	**Develop and apply skills to the reading process.**
	Independent Text
	Read independently for multiple purposes over sustained periods of time by:
	producing evidence of reading

Expectation Unwrapped	DOK Ceiling
The student will read independently for multiple purposes over sustained periods of time and produce evidence of reading.	2
	Item Format
	Selected Response
	Constructed Response
	Technology Enhanced
	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
	Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Assessed at district level	
Cross-curricular ties with all subject areas	
Evidence of reading: e.g., asking and answering relevant questions	

Grade 1 English Language Arts

Reading	1.R.2.A.a

2 **A** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: describe characters, setting, problem, solution, and events in logical sequences

Expectation Unwrapped	
The student will read, infer, analyze, and/or draw conclusions to describe character(s) within a text. The student will read, infer, analyze, and/or draw conclusions to describe the setting within text. The student will read, infer, analyze, and/or draw conclusions to describe a problem and solution within a text. The student will read, infer, analyze, and/or draw conclusions to describe a sequence of events within a text. *The student will apply strategies in text from different cultures and times.*	**DOK Ceiling** 3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries Inference: assumption based on available information Analyze: to study or examine carefully Draw conclusions: using information that is applied or inferred to make meaning out of what isn't clearly stated	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.2.A.b
2 **A** **MLS** **b**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: describe the main idea of a story

Expectation Unwrapped	DOK Ceiling
The student will read, infer, analyze, and/or draw conclusions to describe the main idea of a story in a fiction text, poem, or drama. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries Cross-curricular ties with math, social studies (use historical fiction), and science (use realistic fiction)	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.2.A.c
2 **A** **MLS** **c**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: describe sensory details

Expectation Unwrapped	DOK Ceiling
The student will read, infer, analyze, and/or draw conclusions to describe sensory details of a text. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Content Limits/Assessment Boundaries	Sample Stems
Sensory details: language that appeals to the five senses and evokes images of how something looks, feels, sounds, tastes, and/or smells	

Grade 1 English Language Arts

Reading	1.R.2.A.d
2 **A** **MLS** **d**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: explain recurring phrases and why they are used

Expectation Unwrapped	DOK Ceiling
The student will read, infer, analyze, and/or draw conclusions to explain repeated phrases and how they add meaning and/or change the text. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Content Limits/Assessment Boundaries	Sample Stems
Appropriate texts that have repeated phrases (e.g., *I'll Love You Forever*) Repeated phrases: e.g., *Once upon a time*, *They lived happily ever after*, repeated phrases within poems, repeated phrases within books	

Grade 1 English Language Arts

Reading	1.R.2.A.e
2 **A** **MLS** **e**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: explain the actions of the main character and the reasons for those actions

Expectation Unwrapped	
The student will read, infer, analyze, and/or draw conclusions to identify the main character in text. The student will read, infer, analyze, and/or draw conclusions to identify the actions of the main character in text. The student will read, infer, analyze, and/or draw conclusions to explain why the main character chose those actions in text. *The student will apply strategies in text from different cultures and times.*	**DOK Ceiling** 3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Content Limits/Assessment Boundaries	Sample Stems
Text with strong character actions (e.g., *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, *A Bad Case of Stripes*)	

Grade 1 English Language Arts

Reading	1.R.2.A.f

2 A MLS f	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: identify who is telling the story

Expectation Unwrapped	**DOK Ceiling**
The student will read, infer, analyze, and/or draw conclusions to identify the narrator of a story in text. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts

Reading		1.R.2.A.g
2 **A** **MLS** **g**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: compare and contrast adventures and experiences of characters in stories	

Expectation Unwrapped	**DOK Ceiling**
The student will read, infer, analyze, and/or draw conclusions to compare and contrast characters, their adventures, and experiences from two different stories in texts. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Content Limits/Assessment Boundaries	**Sample Stems**
Cross-curricular ties with all subject areas Recommendations to begin this standard with comparing/contrasting with one book (e.g., *Frog and Toad series*) After teaching with one text, build up to two texts (e.g., *Stephanie's Ponytail* and *!ndrew's Tooth*)	

Grade 1 English Language Arts

Reading	1.R.2.B.a

2 **B** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Poetry** Read, infer, and draw conclusions to: use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds

Expectation Unwrapped	
The student will read, infer, and/or draw conclusions to use rhyme to identify a regular beat and similarities in word sounds in text. The student will read, infer, and/or draw conclusions to use rhythm to identify a regular beat and similarities in word sounds in text. The student will read, infer, and/or draw conclusions to use alliteration to identify a regular beat and similarities in word sounds in text. *The student will apply strategies in text from different cultures and times.*	**DOK Ceiling** 3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: poetry

Content Limits/Assessment Boundaries	Sample Stems
Students need to understand the concept of rhythm, rhyme, and alliteration Rhyme: pattern of repetition in two or more words that make similar sounds Rhythm: the beat of sounds in a pattern Alliteration: when words start with the same sound in a phrase or sentence (e.g., *Larry's Lizards Likes Leaping Leopards*) Recommendations of poetry books: *Giant Children*, *Where the Sidewalk Ends*	

Grade 1 English Language Arts

	Reading	1.R.2.C.a
2 **C** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Drama** Read, infer, and draw conclusions to: identify characters and dialogue in plays or performances by actors	

Expectation Unwrapped	DOK Ceiling
The student will read, infer, and/or draw conclusions to identify the character(s) in plays and/or performances by actors. The student will read, infer, and/or draw conclusions to identify which character is speaking in plays and/or performances by actors. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: drama

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies (use dramas) Recommendation to use reader's theater	

Grade 1 English Language Arts

	Reading	1.R.2.C.b
2 **C** **MLS** **b**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Drama** Read, infer, and draw conclusions to: recognize sensory details in literary texts	

Expectation Unwrapped	DOK Ceiling
The student will read, infer, and/or draw conclusions to recognize sensory details within a drama. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: drama

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies (use dramas) Recommendation example: *Goldilocks and the Three Bears* Sensory details: language that appeals to the five senses and evokes images of how something looks, feels, sounds, tastes, and/or smells	

Grade 1 English Language Arts

Reading	1.R.3.A.a
3 **A** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, and draw conclusions to: use text features to restate the main idea

Expectation Unwrapped	DOK Ceiling
The student will read, infer, and draw conclusions to identify text features. The student will read, infer, and/or draw conclusions and use text features to restate the main idea of a nonfiction text. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies Text features: e.g., title, author, table of contents, illustrations, glossary, charts, graphs	

Grade 1 English Language Arts

Reading	1.R.3.A.b
3 **A** **MLS** **b**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, and draw conclusions to: explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words

Expectation Unwrapped	DOK Ceiling
The student will identify text features. The student will read, infer, and/or draw conclusions to explain what the facts and/or details are within the text. The student will read, infer, and/or draw conclusions with the text features to distinguish whether those facts and/or details are provided by pictures or with words in text. *The student will apply strategies in text from different cultures and times.*	**DOK Ceiling** 3

	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies Text features: e.g., title, author, table of contents, illustrations, glossary, charts, graphs	

Grade 1 English Language Arts

Reading	1.R.3.A.c
3 **A** **MLS** **c**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, and draw conclusions to: use text features to locate specific information in text

Expectation Unwrapped	DOK Ceiling
The student will identify text features. The student will read, infer, and/or draw conclusions to use text features to find specific information within a text. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with all subject areas Text features: e.g., title, author, table of contents, illustrations, glossary, charts, graphs	

Grade 1 English Language Arts

Reading	1.R.3.A.d
3 **A** **MLS** **d**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, and draw conclusions to: follow written multi-step directions with picture cues to assist with understanding

Expectation Unwrapped		
The student will read, infer, and/or draw conclusions to follow written multi-step directions. The student will use picture cues to assist with understanding when following written multi-step directions. *The student will apply strategies in text from different cultures and times.*	**DOK Ceiling** 3	
	Item Format Selected Response Constructed Response Technology Enhanced	
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative	
Content Limits/Assessment Boundaries Cross-curricular ties with all subject areas Recommendation for students to read an informational article about a butterfly's life cycle. After reading, students will re-create the life cycle.	**Sample Stems**	

Grade 1 English Language Arts

	Reading	1.R.3.B.a
3 **B** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Literary Techniques** Read, infer, and draw conclusions to: distinguish between fiction and nonfiction	

Expectation Unwrapped	DOK Ceiling
The student will read, infer, and/or draw conclusions to distinguish between fiction and nonfiction when reading or during read-alouds. *The student will apply strategies in text from different cultures and times.*	3

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types
	Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with social studies There must be a fiction text with which to compare a nonfiction text.	

Grade 1 English Language Arts

	Reading	1.R.3.B.b
3 **B** **MLS** **b**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Literary Techniques** Read, infer, and draw conclusions to: identify examples of sensory details	

Expectation Unwrapped	DOK Ceiling
The student will read, infer, and/or draw conclusions to identify examples of sensory details within nonfiction text when reading or during read-alouds. *The student will apply strategies in text from different cultures and times.*	3

	Item Format Selected Response Constructed Response Technology Enhanced

	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with social studies Sensory details: language that appeals to the five senses and evokes images of how something looks, feels, sounds, tastes, and/or smells	

Grade 1 English Language Arts

	Reading	1.R.3.C.a
3 **C** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Structures** Read, infer, and draw conclusions to: ask and answer questions to clarify meaning	

Expectation Unwrapped	DOK Ceiling
The student will read, infer, and/or draw conclusions to ask relevant questions to clarify meaning in response to reading nonfiction text and read-alouds. The student will read, infer, and/or draw conclusions to respond to relevant questions to clarify meaning of nonfiction text and/or read-alouds. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with all subject areas Relevant questions: text-dependent questions Clarify meaning: prove with details	

Grade 1 English Language Arts

Reading	1.R.3.C.b

3 **C** **MLS** **b**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Structures** Read, infer, and draw conclusions to: identify main ideas and provide supporting details

Expectation Unwrapped	**DOK Ceiling** 3
The student will read, infer, and/or draw conclusions to identify main ideas within a nonfiction text. The student will read, infer, and/or draw conclusions to provide supporting details for the main idea of a nonfiction text. *The student will apply strategies in text from different cultures and times.*	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies	**Sample Stems**

Grade 1 English Language Arts

Reading	1.R.3.C.c
3 **C** **MLS** **c**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Structures** Read, infer, and draw conclusions to: describe the connection between two individuals, events, ideas, or pieces of information in a text

Expectation Unwrapped	**DOK Ceiling** 3
The student will read, infer, and/or draw conclusions to describe the connection between individuals, events, ideas, or pieces of information within a nonfiction text. *The student will apply strategies in text from different cultures and times.*	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	**Sample Stems**
Cross-curricular ties with science and social studies	

Grade 1 English Language Arts

Reading	1.R.3.C.d
3 **C** **MLS** **d**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Structures** Read, infer, and draw conclusions to: identify reasons an author gives to support points in a text

Expectation Unwrapped	DOK Ceiling
The student will read, infer, and/or draw conclusions to identify the reasons an author gives to support important points within a nonfiction text. *The student will apply strategies in text from different cultures and times.* .	3

	Item Format Selected Response Constructed Response Technology Enhanced

	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies This is the prerequisite knowledge for grade 2 !uthor's Purpose standard 2.R.3.C.d	

Grade 1 English Language Arts

Reading	1.R.3.C.e

3 C MLS e	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Structures** Read, infer, and draw conclusions to: identify similarities and differences between texts on the same topic

Expectation Unwrapped	**DOK Ceiling**
The student will read, infer, and/or draw conclusions to identify similarities and differences between nonfiction texts on the same topic. *The student will apply strategies in text from different cultures and times.*	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	**Sample Stems**
Cross-curricular ties with science and social studies	

Grade 1 English Language Arts

Reading	1.R.4.A.a

4 **A** **MLS** **a**	**Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** **Digital and Media Literacy** With assistance, develop an awareness of media literacy by: distinguishing purposes of media

Expectation Unwrapped	DOK Ceiling
The student will, with assistance, develop an awareness of media literacy by distinguishing the purposes of various types of media (information and entertainment) and how they impact meaning.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Example of information: Discovery Kids Example of entertainment: Go Noodle Media literacy: the ability to understand, analyze, and evaluate media Media: the means (e.g., print, broadcast, digital) through which a message is conveyed (e.g., advertisements, newspapers, radio programs)	

Grade 1 English Language Arts

Reading	1.R.4.A.b

4 **A** **MLS** **b**	**Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** **Digital and Media Literacy** With assistance, develop an awareness of media literacy by: explaining techniques used in media

Expectation Unwrapped	DOK Ceiling
The student will, with assistance, develop an awareness of media literacy by explaining techniques that are used within media and how these impact meaning.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Examples of techniques used in media: sound, movement (e.g., listening to a story and hearing thunder sounds in the background)	

Grade 1 English Language Arts

Reading Foundations		1.RF.1.A.a
1 **A** **MLS** **a**	**Understand how English is written and read (Start of Reading Foundations).** **Print Awareness** Develop print awareness in the reading process by: recognizing that sentences are comprised of words separated by spaces	

Expectation Unwrapped	DOK Ceiling
The student will develop print awareness in the reading process by recognizing that sentences are made up of individual words with spaces in between each word.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts

Reading Foundations		1.RF.1.A.b
1 **A** **MLS** **b**	**Understand how English is written and read (Start of Reading Foundations).** **Print Awareness** Develop print awareness in the reading process by: recognizing the distinguishing features of a sentence	

Expectation Unwrapped	DOK Ceiling
The student will develop print awareness in the reading process by recognizing sentence features.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Sentence features: e.g., capitalization of the first word, punctuation at the end of a sentence	

Grade 1 English Language Arts

Reading Foundations		1.RF.2.A.a
2 **A** **MLS** **a**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: producing and identifying sounds and syllables in spoken words	

Expectation Unwrapped	DOK Ceiling
The student will develop phonemic awareness in the reading process by being able to produce and identify sounds within a spoken word. The student will develop phonemic awareness in the reading process by being able to produce and identify syllables within a spoken word.	2

Item Format
Selected Response
Constructed Response
Technology Enhanced

Text Types
Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Students need to know letters and letter sounds. Students need to understand what a syllable is.	

Grade 1 English Language Arts

Reading Foundations		1.RF.2.A.b
2 **A** **MLS** **b**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: distinguishing between long and short vowel sounds	

Expectation Unwrapped	DOK Ceiling
The student will be able to develop phonemic awareness in the reading process by distinguishing whether a word has a long or short vowel sound. The student will be able to develop phonemic awareness in the reading process by distinguishing which long or short vowel sound is used within a word.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Students need to know their long and short vowel sounds.	

Grade 1 English Language Arts

Reading Foundations		1.RF.2.A.c
2 **A** **MLS** **c**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	

Expectation Unwrapped	DOK Ceiling
The student will be able to develop phonemic awareness in the reading process by recognizing changes in a spoken word when a specific phoneme is added, changed, or removed.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Example of added, changed, or removed phoneme: *glue—blue—blow—low*	

Grade 1 English Language Arts

Reading Foundations		1.RF.2.A.d
2 **A** **MLS** **d**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: blending spoken phonemes to form one- or two-syllable words including consonant blends	

Expectation Unwrapped	DOK Ceiling
The student will develop phonemic awareness in the reading process by blending spoken phonemes to form one- or two-syllable words with and without consonant blends.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Consonant blends: e.g., *splat, splatter*	

Grade 1 English Language Arts

Reading Foundations		1.RF.2.A.e
2 **A** **MLS** **e**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: segmenting spoken words of three to five phonemes into individual phonemes	

Expectation Unwrapped	DOK Ceiling
The student will develop phonemic awareness in the reading process by segmenting spoken words into individual phonemes—words need to be three to five phonemes in length.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries Words and blends as determined by individual districts (e.g., *splat = s-p-l-a-t*).	**Sample Stems**

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.a
3 **A** **MLS** **a**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: decoding words in context by using letter-sound knowledge	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by decoding words in a text, using letter-sound knowledge.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Students need to have an understanding of letters and their corresponding sounds. Decoding: the process that a reader uses to recognize new words	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.b
3 **A** **MLS** **b**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: identifying letters for the spelling of short and long vowels	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by identifying letters to spell words with long and short vowels.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Students need to know letters and their corresponding sounds.	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.c
3 **A** **MLS** **c**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: producing consonant blends	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by producing consonant blends in speaking and writing.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Words and blends as determined by individual districts (e.g., *bl, st*).	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.d
3 **A** **MLS** **d**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: producing consonant digraphs	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by producing consonant digraphs in speaking and writing.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Words and blends as determined by individual districts. Consonant digraphs: two letters that make one sound (e.g., *ch, tch, sh, th, wh, ck, dge*)	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.e
3 **A** **MLS** **e**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: combining sounds from letters and common spelling patterns to create and decode recognizable words	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by combining sounds with letters and common spelling patterns to decode recognizable words, consonant blends, and long and short vowel patterns in text. The student will develop phonics in the reading process by combining sounds with letters and common spelling patterns to create recognizable words, consonant blends, and long and short vowel patterns in text.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Words, patterns, and blends as determined by individual districts. Vowel patterns: e.g., *–ain, rain, train*	

Grade 1 English Language Arts

	Reading Foundations	1.RF.3.A.f
3 **A** **MLS** **f**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: using syllabication patterns to decode words	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by using syllabication patterns to decode words in text.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Words and patterns as determined by individual districts. Syllabication patterns: e.g., *CVC—mat, bat; CV—he, me; CVCe—kite, fame*	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.g
3 **A** **MLS** **g**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: reading irregularly spelled words	

Expectation Unwrapped	**DOK Ceiling** 1
The student will develop phonics in the reading process by reading irregularly spelled words in text.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	**Sample Stems**
Irregularly spelled words: e.g., *their, eight, said*	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.h
3 **A** **MLS** **h**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: reading root words with inflectional endings	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by reading root words with inflectional endings in text.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Student needs to be familiar with inflectional endings (e.g., *jump, jumps, jumped, jumping*)	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.i
3 **A** **MLS** **i**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: reading contractions and compound words	

Expectation Unwrapped	DOK Ceiling
	1
The student will develop phonics in the reading process by reading contractions in text. The student will develop phonics in the reading process by reading compound words in text.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Students need to be familiar with contractions and how they are formed. Students need to be familiar with compound words and how they are formed.	

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.j
3 **A** **MLS** **j**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: reading high-frequency words	

Expectation Unwrapped	**DOK Ceiling** 1
The student will develop phonics in the reading process by reading high-frequency words in text.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries High-frequency words as determined by individual districts.	**Sample Stems**

Grade 1 English Language Arts

Reading Foundations		1.RF.3.A.k
3 **A** **MLS** **k**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: demonstrating decoding skills when reading	

Expectation Unwrapped	DOK Ceiling
The student will develop phonics in the reading process by demonstrating decoding skills when reading text.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Decoding skills: e.g., using spelling patterns, blends, digraphs, long and short vowels, irregularly spelled words, high-frequency words	

Grade 1 English Language Arts

Reading Foundations		1.RF.4.A.a
4 **A** **MLS** **a**	**Understand how English is written and read.** **Fluency** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary	

Expectation Unwrapped	DOK Ceiling
The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) and with a purpose in mind. The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with comprehension in mind. The student will use comprehension skills to self-confirm and/or correct while reading within context.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
Local and district-based assessments	

Grade 1 English Language Arts

Writing	1.W.1.A.a

1 **A** **MLS** **a**	**Apply a writing process to develop a text for audience and purpose.** **Prewriting** Follow a writing process to plan a first draft by: brainstorming and recording key ideas

Expectation Unwrapped	DOK Ceiling
The student will follow a writing process by brainstorming and recording key ideas.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Not large scale assessable Cross-curricular ties with science and social studies The writing process is not genre specific; it applies to all writing. Graphic organizers are suggested for the brainstorming process. Examples of recording key ideas: graphic organizers, writing folders	

Grade 1 English Language Arts

Writing	1.W.1.B.a

1 **B** **MLS** **a**	**Apply a writing process to develop a text for audience and purpose.** **Draft** Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into sentences and staying on topic throughout the text

Expectation Unwrapped	**DOK Ceiling** 3
The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by taking his/her brainstorming draft and key details and placing them in sequential order. The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by taking his/her sequential details and forming them into complete sentences. The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by staying on topic throughout the writing.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies The writing process is not genre specific; it applies to all writing.	**Sample Stems**

Grade 1 English Language Arts

Writing	1.W.1.B.b

1 B MLS b	**Apply a writing process to develop a text for audience and purpose.** **Draft** Appropriate to genre type, develop a draft from prewriting by: generating evidence of a simple opening and simple closing

Expectation Unwrapped	**DOK Ceiling** 2
The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by showing evidence of a simple opening and simple closing within writing.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries The writing process is not genre specific; it applies to all writing. Cross-curricular ties with science and social studies. Simple opening: topic sentence Simple closing: concluding sentence	**Sample Stems**

Grade 1 English Language Arts

Writing	1.W.1.C.a

1 C MLS a	**Apply a writing process to develop a text for audience and purpose.**
	Revise/Edit
	Reread, revise, and edit drafts with assistance from adults/peers to:
	respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing

Expectation Unwrapped	DOK Ceiling
The student, with assistance from adults and/or peers, will reread to revise a written piece and respond to questions and suggestions from self, adults, and/or peers. The student, with assistance from adults and/or peers, will reread to edit a written piece and respond to questions and suggestions from self, adults, and/or peers.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The writing process is not genre specific; it applies to all writing. Students need to realize that revising and editing are two different things. Revising: strengthening and reworking the content of a text by clarifying meaning and adding details; ARMS—Add (sentences, words), Remove (unneeded words or sentences), Move (sentence or word placement), Substitute (words or sentences for others) Editing: editing for conventions of spelling, grammar, punctuation, capitalization; CUPS—Capitalization (names, places, months, titles, the word "I"), Usage (match nouns and verbs correctly so they make sense), Punctuation (ending marks, commas, quotation marks), Spelling (check all words, use a dictionary)	

Grade 1 English Language Arts

Writing	1.W.1.C.b

1 C MLS b	**Apply a writing process to develop a text for audience and purpose.** **Revise/Edit** Reread, revise, and edit drafts with assistance from adults/peers to: edit by leaving spaces between words in sentences	

Expectation Unwrapped	DOK Ceiling
The student will reread, revise, and edit drafts with assistance from adults/peers to edit a written piece by leaving appropriate spaces between words in sentences.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies The writing process is not genre specific; it applies to all writing.	**Sample Stems**

Grade 1 English Language Arts

Writing	1.W.1.C.c

1 **C** **MLS** **c**	**Apply a writing process to develop a text for audience and purpose.** **Revise/Edit** Reread, revise, and edit drafts with assistance from adults/peers to: edit for language conventions

Expectation Unwrapped	DOK Ceiling
The student will reread, revise, and edit drafts with assistance from adults/peers to edit for language conventions within a written piece.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The writing process is not genre specific; it applies to all writing. Language conventions: e.g., capitalization, punctuation, spelling, grammar, usage	

Grade 1 English Language Arts

Writing		1.W.1.D.a
1 **D** **MLS** **a**	**Apply a writing process to develop a text for audience and purpose.** **Produce/Publish and Share Writing** With assistance from adults/peers: use a variety of conventional/digital tools to produce and publish writing	

Expectation Unwrapped	DOK Ceiling
The student will, with assistance from adults and/or peers, use a variety of conventional or digital tools to publish writing.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies The writing process is not genre specific; it applies to all writing. Students can use paper/pencil or digital technology to publish their writing. Conventional and digital tools: e.g., paper/pencil, computer	**Sample Stems**

Grade 1 English Language Arts

Writing	1.W.2.A.a
2 **A** **MLS** **a**	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: introduce a topic or text being studied	

Expectation Unwrapped	DOK Ceiling
The student will write an opinion piece appropriate for audience and purpose about a topic or text being studied.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process.	

Grade 1 English Language Arts

Writing		1.W.2.A.b
2 **A** **MLS** **b**	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: state an opinion about the topic or text and provide a reason for the opinion	

Expectation Unwrapped	DOK Ceiling
The student will state an opinion about the topic in an opinion piece appropriate for audience and purpose. The student will write an opinion piece that provides a reason for the opinion.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Examples of opinion writing: writing a letter telling the principal why your class needs something; My favorite character is_____because_____; If I could be anyone, I'd be_____because_____; My favorite part of the book is_____because_____	

Grade 1 English Language Arts

Writing	1.W.2.A.c

2 A MLS c	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: use some specific words that are related to the topic

Expectation Unwrapped	DOK Ceiling
The student will use specific words that are related to the topic in an opinion piece appropriate for audience and purpose.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process.	

Grade 1 English Language Arts

Writing		1.W.2.A.d
2 **A** **MLS** **d**	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: follow a sense of order in writing	

Expectation Unwrapped	DOK Ceiling
The student will follow a sense of order/transition to add details appropriate for audience and purpose in an opinion piece.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Examples of order/transition words: *first, next, last*	

Grade 1 English Language Arts

Writing		1.W.2.A.e
2 **A** **MLS** **e**	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: provide some sense of closure	

Expectation Unwrapped	**DOK Ceiling** 2
The student will provide some sense of closure appropriate for audience and purpose in an opinion piece.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies The student will still use the writing process.	**Sample Stems**

Grade 1 English Language Arts

Writing		1.W.2.B.a
2 **B** **MLS** **a**	**Compose well-developed writing texts for audience and purpose.** **Informative/Explanatory** Write informative/explanatory texts that: introduce a topic or text being studied and supply facts	

Expectation Unwrapped	DOK Ceiling
The student will write an informative/explanatory piece appropriate for audience and purpose about a topic or text being studied. The student will write an informative/explanatory piece appropriate for audience and purpose and supply facts based on the topic.	3

Item Format
Selected Response
Constructed Response
Technology Enhanced

Text Types

Nonfiction text (i.e, science, social studies)

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Informative writing: conveys factual information Explanatory writing: uses procedures and processes to convey information Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	

Grade 1 English Language Arts

Writing		1.W.2.B.b
2 **B** **MLS** **b**	**Compose well-developed writing texts for audience and purpose.** **Informative/Explanatory** Write informative/explanatory texts that: use some specific words that are related to the topic	

Expectation Unwrapped	**DOK Ceiling** 2
The student will use specific words that are related to the topic in an informative/explanatory piece appropriate for audience and purpose.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Nonfiction text (i.e, science, social studies)

Content Limits/Assessment Boundaries	**Sample Stems**
Cross-curricular ties with science and social studies The student will still use the writing process. Informative writing: conveys factual information Explanatory writing: uses procedures and processes to convey information Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	

Grade 1 English Language Arts

Writing	1.W.2.B.c

2 **B** **MLS** **c**	**Compose well-developed writing texts for audience and purpose.** **Informative/Explanatory** Write informative/explanatory texts that: follow a sense of order in writing	

Expectation Unwrapped	**DOK Ceiling** 2
The student will follow a sense of order/transition to add details appropriate for audience and purpose in an informative/explanatory piece.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Nonfiction text (i.e, science, social studies)

Content Limits/Assessment Boundaries	**Sample Stems**
Cross-curricular ties with science and social studies The student will still use the writing process. Informative writing: conveys factual information Explanatory writing: uses procedures and processes to convey information Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	

Grade 1 English Language Arts

Writing		1.W.2.B.d
2 **B** **MLS** **d**	**Compose well-developed writing texts for audience and purpose.** **Informative/Explanatory** Write informative/explanatory texts that: create some sense of closure	

Expectation Unwrapped	DOK Ceiling
	2
The student will provide some sense of closure appropriate for audience and purpose in an informative/explanatory piece.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Nonfiction text (i.e, science, social studies)

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Informative writing: conveys factual information Explanatory writing: uses procedures and processes to convey information Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	

Grade 1 English Language Arts

Writing	1.W.2.C.a
2 **C** **MLS** **a**	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: narrate a story or experience	

Expectation Unwrapped	DOK Ceiling
The student will write fiction or nonfiction narratives that narrate a story or experience for appropriate audience and purpose. The student will write fiction or nonfiction poems that narrate a story or experience for appropriate audience and purpose.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
The student will still use the writing process. Cross-curricular ties with science and social studies Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	

Grade 1 English Language Arts

Writing	1.W.2.C.b

2 **C** **MLS** **b**	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: use details to describe the story or experience	

Expectation Unwrapped		DOK Ceiling 2
The student will write fiction or nonfiction narratives that use details to describe the story or experience for appropriate audience and purpose. The student will write fiction or nonfiction poems that use details to describe the story or experience for appropriate audience and purpose.		**Item Format** Selected Response Constructed Response Technology Enhanced
		Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies The student will still use the writing process. Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)		**Sample Stems**

Grade 1 English Language Arts

Writing		1.W.2.C.c
2 **C** **MLS** **c**	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: place events in the order they occurred	

Expectation Unwrapped	DOK Ceiling
The student will write fiction or nonfiction narratives for appropriate audience and purpose that place events in the order in which they occurred (sequence). The student will write fiction or nonfiction poems for appropriate audience and purpose that place events in the order in which they occurred (sequence).	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	

Grade 1 English Language Arts

Writing	1.W.2.C.d

2 **C** **MLS** **d**	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: use linking words to indicate beginning/middle/end	

Expectation Unwrapped	DOK Ceiling
The student will write fiction or non-fiction narratives for appropriate audience and purpose using linking words to indicate beginning, middle, and end. The student will write fiction or non-fiction poems for appropriate audience and purpose using linking words to indicate beginning, middle, and end.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Examples of linking/transition words: *first, next, last* Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	

Grade 1 English Language Arts

Writing	1.W.2.C.e
2 **C** **MLS** **e**	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: use words that are related to the topic	

Expectation Unwrapped	DOK Ceiling
The student will write fiction or nonfiction narratives that use words that are related to the topic of the written piece for appropriate audience and purpose. The student will write fiction or nonfiction poems that use words that are related to the topic of the written piece for appropriate audience and purpose.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	

Grade 1 English Language Arts

Writing	1.W.2.C.f

2 C MLS f	Compose well-developed writing texts for audience and purpose. **Narrative/Literary** Write fiction or non-fiction narratives and poems that: provide a reaction to what happened in the events

Expectation Unwrapped	DOK Ceiling
The student will write fiction or nonfiction narratives that provide a reaction to what happened within the events in the written piece appropriate to audience and purpose. The student will write fiction or nonfiction poems that provide a reaction to what happened within the events in the written piece appropriate to audience and purpose.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Examples of reactions: "their thoughts," "their reasons" Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	

Grade 1 English Language Arts

Writing		1.W.3.A.a
3 **A** **MLS** **a**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: generate a list of open-ended questions about topics of interest	

Expectation Unwrapped	DOK Ceiling
The student will, with assistance, apply the research process to generate a list of open-ended questions about topics of interest.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Examples: What is your favorite memory from this school year? How did you and your best friend meet? What makes the leaves change colors? Who are the leaders of our community?	

Grade 1 English Language Arts

Writing	1.W.3.A.b
3 **A** **MLS** **b**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: decide what sources of information might be relevant to answer these questions	

Expectation Unwrapped		DOK Ceiling
The student will, with assistance, apply the research process to decide what variety of informational sources may be relevant to their questions and/or answer their questions.		3
		Item Format Selected Response Constructed Response Technology Enhanced
		Text Types
Content Limits/Assessment Boundaries		**Sample Stems**
Cross-curricular ties with science and social studies The student will still use the writing process.		

Grade 1 English Language Arts

	Writing	1.W.3.A.c
3 **A** **MLS** **c**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: gather personal and natural evidence from available sources as well as from interviews with local experts	

Expectation Unwrapped	DOK Ceiling
The student will, with assistance, apply the research process to gather personal and natural evidence from a variety of available sources as well as from interviews with local experts.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., nonfiction texts, articles, websites

Content Limits/Assessment Boundaries	Sample Stems
Cross-curricular ties with science and social studies The student will still use the writing process. Example of natural evidence: text-based evidence	

Grade 1 English Language Arts

	Writing	1.W.3.A.d
3 **A** **MLS** **d**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: organize information found during group or individual research, using graphic organizers or other aids	

Expectation Unwrapped	**DOK Ceiling**
The student will, with assistance, apply the research process to organize information found from sources during group or individual research by using graphic organizers or other aids.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	**Sample Stems**
Cross-curricular ties with science and social studies The student will still use the writing process. Aids: e.g., writing folder, anchor charts	

Grade 1 English Language Arts

Writing		1.W.3.A.e
3 A MLS e	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: make informal presentations of information gathered	

Expectation Unwrapped	DOK Ceiling
The student will, with assistance, apply the research process to make an informal presentation of the information he/she has gathered.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies The student will still use the writing process.	**Sample Stems**

Grade 1 English Language Arts

Writing	1.W.3.A.f
3 **A** **MLS** **f**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: self-evaluate using previously established teacher/student criteria	

Expectation Unwrapped		DOK Ceiling
The student will, with assistance, apply the research process to self-evaluate. The student will, with assistance, apply the research process using previously established teacher/student criteria.		2
		Item Format Selected Response Constructed Response Technology Enhanced
		Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies The student will still use the writing process. Self-evaluate: to make a judgment of quality of one's own work Teacher/student criteria: e.g., rubrics, graphic organizers, etc.		**Sample Stems**

Grade 1 English Language Arts

Language	1.L.1.A.a

1 A MLS a	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use nouns and action verbs that designate past, present, and future in sentences	

Expectation Unwrapped	DOK Ceiling
The student will, in speech and written form, apply standard English grammar to create sentences with nouns and action verbs to show proper past, present, and future tenses. The student will need to know how to communicate using nouns and verbs in writing and speaking.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts

Language		1.L.1.A.b
1 **A** **MLS** **b**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use adjectives/adverbs in sentences	

Expectation Unwrapped	**DOK Ceiling** 2
The student will, in speech and written form, apply standard English grammar to use adjectives in a sentence. The student will, in speech and written form, apply standard English grammar to use adverbs in a sentence. The student will need to know how to communicate using adjectives and adverbs in writing and speaking.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Teaching the grammar within the writing helps students make a connection. Adjectives: words that describe a noun Adverbs: words that describe a verb	**Sample Stems**

Grade 1 English Language Arts

Language		1.L.1.A.c
1 A MLS c	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use the conjunctions *and*, *but*, and *so* in sentences	

Expectation Unwrapped	DOK Ceiling
The student will, in speech and written form, apply standard English grammar to use the conjunctions *and*, *but*, and *so* in sentences. The student will need to know how to communicate using conjunctions in writing and speaking.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Teaching the grammar within the writing helps students make a connection.	**Sample Stems**

Grade 1 English Language Arts

Language		1.L.1.A.d
1 A MLS d	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use the articles *a*, *an*, and *the* in sentences	

Expectation Unwrapped	**DOK Ceiling**
The student will, in speech and written form, apply standard English grammar to use the articles *a, an,* and *the* in sentences. The student will need to know how to communicate using articles *a*, *an*, and *the* in writing and speaking.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Teaching the grammar within the writing helps students make a connection. Article: the words *a*, *an*, and *the*, which are used to modify a noun	**Sample Stems**

Grade 1 English Language Arts

Language	1.L.1.A.e

1 A MLS e	Communicate using conventions of English language. **Grammar** In speech and written form, apply standard English grammar to: use common prepositions

Expectation Unwrapped	DOK Ceiling
The student will, in speech and written form, apply standard English grammar to use common prepositions. The student will need to know how to communicate using prepositions in writing and speaking.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Teaching the grammar within the writing helps students make a connection. Common prepositions to be determined by individual districts Prepositions are usually placed before a noun to show that noun's relationship to something else in the sentence.	**Sample Stems**

Grade 1 English Language Arts

Language	1.L.1.A.f

1 A MLS f	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use common pronouns

Expectation Unwrapped	DOK Ceiling
The student will, in speech and written form, apply standard English grammar to use common pronouns. The student will need to know how to communicate using pronouns in writing and speaking.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Teaching the grammar within the writing helps students make a connection. Common pronouns to be determined by individual districts Pronoun: a simple word used to replace a noun (e.g., "she" would replace "Sarah" in a sentence).	

Grade 1 English Language Arts

Language	1.L.1.A.g

1 **A** **MLS** **g**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: produce complete simple and compound sentences	

Expectation Unwrapped		
Expectation Unwrapped The student will, in speech and written form, apply standard English grammar to produce complete simple sentences. The student will, in speech and written form, apply standard English grammar to produce complete compound sentences. The student will need to know how to communicate using complete sentences in writing and speaking.	**DOK Ceiling** 2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Teaching the grammar within the writing helps students make a connection. Conjunctions must be taught prior to this. Simple sentence: a sentence with one subject and one verb that forms a complete thought Compound sentence: a sentence that contains more than one subject and/or verb with a conjunction	**Sample Stems**

Grade 1 English Language Arts

Language		1.L.1.B.a
1 **B** **MLS** **a**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: print legibly, using correct spacing between words and sentences	

Expectation Unwrapped	**DOK Ceiling** 2
The student will, in written text, print clearly and use correct spacing between words and sentences.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Print type to be determined by individual district.	**Sample Stems**

Grade 1 English Language Arts

Language		1.L.1.B.b
1 **B** **MLS** **b**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: use ending punctuation	

Expectation Unwrapped	DOK Ceiling
The student will, in written text, use ending punctuation.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Students must have prior knowledge of ending punctuation, as taught in kindergarten.	**Sample Stems**

Grade 1 English Language Arts

	Language	1.L.1.B.c
1 **B** **MLS** **c**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: capitalize the first letter of others' first and last names	

Expectation Unwrapped	DOK Ceiling
The student will capitalize the first letter of others' first and last names in text and in own writing.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts

Language	1.L.1.B.d
1 B MLS d	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: use commas to separate single words in a series

Expectation Unwrapped	DOK Ceiling
The student will, in written text, use commas to separate a group of common words in a series within a sentence.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Teaching the grammar within the writing helps students make a connection. Commas in a series: e.g., Jim likes bananas, oranges, and grapes for breakfast.	**Sample Stems**

Grade 1 English Language Arts

Language	1.L.1.B.e

1 B MLS e	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: spell words using regular spelling patterns

Expectation Unwrapped	DOK Ceiling
The student will, in written text, spell words using spelling patterns.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Word families: a group of words that share a common base (e.g., *an - fan, pan, plan*) Onset and Rime: a group of words that share a common base (e.g., *an - fan, pan, plan*) Spelling Patterns: word families, onset/rime	

Grade 1 English Language Arts

Language		1.L.1.B.f
1 B MLS f	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: spell words phonetically using phonemic awareness and spelling knowledge	

Expectation Unwrapped	**DOK Ceiling**
The student will, in written text, use prior spelling knowledge to break apart the sounds to identify the letter(s) that represent the sounds needed to spell the word.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Phonemic awareness/letter-sound correspondence: e.g., *chow—ch ow*	**Sample Stems**

Grade 1 English Language Arts

Language		1.L.1.B.g
1 B MLS g	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: arrange words in alphabetical order to the first letter	

Expectation Unwrapped	DOK Ceiling
The student will, in written text, arrange words in alphabetical order by the first letter.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Students must have prior knowledge of the alphabet.	**Sample Stems**

Grade 1 English Language Arts

Speaking/Listening		1.SL.1.A.a
1 **A** **MLS** **a**	**Listen for a purpose.** **Purpose** Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules	

Expectation Unwrapped	DOK Ceiling
The student will develop and apply effective listening skills and strategies in formal settings by following classroom listening rules by listening for a purpose. The student will develop and apply effective listening skills and strategies in informal settings by following classroom listening rules by listening for a purpose.	1
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Cross-curricular ties with all subject areas Formal settings: structured settings (e.g., classroom, presentations) Informal settings: unstructured settings (e.g., conversations, cafeteria, in line, restroom)	**Sample Stems**

Grade 1 English Language Arts

Speaking/Listening		1.SL.1.A.b
1 **A** **MLS** **b**	**Listen for a purpose.** **Purpose** Develop and apply effective listening skills and strategies in formal and informal settings by: building on others' talk in conversations by responding to the comments of others	

Expectation Unwrapped	DOK Ceiling
The student will develop and apply effective listening skills and strategies in formal and informal settings by building on others' conversations and responding to others' comments by listening for a purpose.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Assessed by teacher observation Cross-curricular ties with all subject areas Collaborative work would be a good time for students to develop this skill.	

Grade 1 English Language Arts

Speaking/Listening	1.SL.1.A.c

1 **A** **MLS** **c**	**Listen for a purpose.** **Purpose** Develop and apply effective listening skills and strategies in formal and informal settings by: following two-step instructions, according to classroom expectations	

Expectation Unwrapped	**DOK Ceiling**
The student will listen for a purpose to develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions according to classroom expectations.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Not assessable on a large scale Cross-curricular ties with all subject areas Students must have the ability to follow one-step instructions, as introduced in kindergarten.	**Sample Stems**

Grade 1 English Language Arts

Speaking/Listening		1.SL.2.A.a
2 **A** **MLS** **a**	**Listen for entertainment.** **Entertainment** Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations	

Expectation Unwrapped	DOK Ceiling
The student will listen for entertainment to develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening that follows classroom expectations.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Assessed by teacher observation Cross-curricular ties with all subject areas Active listening skills: e.g., nonverbal cues to show understanding, like nodding; paraphrasing to show understanding	**Sample Stems**

Grade 1 English Language Arts

Speaking/Listening		1.SL.3.A.a
3 **A** **MLS** **a**	**Speak effectively in collaborative discussions.** **Collaborative Discussions** Speak clearly and to the point, using conventions of language when presenting individually or with a group by: taking turns speaking, according to classroom expectations	

Expectation Unwrapped	DOK Ceiling
The student will speak clearly and to the point, using conventions of language when presenting individually or with a group by taking turns speaking, according to classroom expectations during collaborative discussions.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Assessed by teacher observation Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts

	Speaking/Listening	1.SL.3.A.b
3 **A** **MLS** **b**	**Speak effectively in collaborative discussions.** **Collaborative Discussions** Speak clearly and to the point, using conventions of language when presenting individually or with a group by: building on others' talk in conversations by responding to comments of others	

Expectation Unwrapped	DOK Ceiling
	2

The student will speak clearly and to the point, using conventions of language when presenting individually or with a group by building on others' conversations and responding to others' comments in collaborative discussions.

Item Format
Selected Response
Constructed Response
Technology Enhanced

Text Types

Content Limits/Assessment Boundaries	Sample Stems

Assessed by teacher observation
Cross-curricular ties with all subject areas

Grade 1 English Language Arts

Speaking/Listening		1.SL.3.A.c
3 **A** **MLS** **c**	**Speak effectively in collaborative discussions.** **Collaborative Discussions** Speak clearly and to the point, using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and other media by retelling and asking appropriate questions	

Expectation Unwrapped	**DOK Ceiling** 2
The student will speak clearly and to the point, using conventions of language when presenting individually or with a group by retelling and asking appropriate/relevant questions to confirm comprehension of read-alouds and other media during collaborative discussions.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Assessed by teacher observation and/or rubric Cross-curricular ties with all subject areas Media: e.g., short audio, video clips	**Sample Stems**

Grade 1 English Language Arts

Speaking/Listening		1.SL.4.A.a
4 **A** **MLS** **a**	**Speak effectively when presenting.** **Presenting** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding	

Expectation Unwrapped	**DOK Ceiling**
The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding.	2
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Assessed by teacher observation Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts

Speaking/Listening		1.SL.4.A.b
4 A MLS b	**Speak effectively when presenting.** **Presenting** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: reciting poetry with a group or individually	

Expectation Unwrapped	**DOK Ceiling** 2
The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by reciting poetry.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries Assessed by teacher observation	**Sample Stems**

Grade 1 English Language Arts

Speaking/Listening		1.SL.4.A.c
4 **A** **MLS** **c**	**Speak effectively when presenting.** **Presenting** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using complete sentences and adjusting volume, as needed	

Expectation Unwrapped	DOK Ceiling
The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using complete sentences and adjusting volume as needed.	2

	Item Format
	Selected Response Constructed Response Technology Enhanced

	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Assessed by teacher observation Cross-curricular ties with all subject areas Volume: loudness and/or softness of voice	